

POLICY THEMES/ACTIONS

School Leadership: School leadership is critical to education transformation. Leadership is second only to classroom instruction among all school related factors that contribute to what students learn at school”. (Kenneth Leithwood, et. al. *How Leadership Influences Student Learning*. Wallace Foundation, 2004.)

Policy Considerations:

- Define and adopt a set of **leadership standards** that define what’s successful and implement the leadership learning standards (e.g. Iowa requires school boards to adopt leadership standards and how leaders actually need to behave in order to achieve it; make the requirements for becoming a principal more rigorous (No Carolina)
- Align **administrator licensure requirements** to the adopted leadership standards
- Require local **districts to establish policy and practices** in regard to labor contracts, hiring practices, and principal evaluations that aligns with the leadership standards (Iowa requires schools to conduct annual evaluations of principals against the Iowa leadership standards; New Mexico requires a standard principal evaluation process; NY issues school leadership report cards)
- Align college **leadership preparation programs** and in-service professional development with the leadership standards; make alignment a requirement for program approval/accreditation; require extended internships
- Institute a **tiered leadership licensure structure** and an incentive pay system for school leaders (e.g. Beginner; advanced; turn around specialist); establish alternative pathways to enter a school leadership position from business
- Establish, train, and require that principals use “**learning walks**” (as developed by the Institute for Learning @ the University of Pittsburg) for highly structured classroom visits for principals to observe teaching and learning and provide leadership for quality of teaching and learning in the school
- Establish a requirement that the traditional business and finance tasks assigned to a school principal (e.g. budgets; buses; food services; community relations) cannot be performed by the principal so principals can focus on improving teaching and learning at the school (either assigning to a vice principal or to a new position “**school administrative manager**” as done in Kentucky and Georgia)
- Establish a specific **mentoring and induction process for school leaders** as in Oregon and Pennsylvania